



Office of Title I Academic Support

The 8-Step Process & Integrated Systems Model

A System-wide Approach for School Improvement

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Overview

The Integrated System is made up of Effective Schools research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools.

The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement.

It works because it is a PROCESS not a PROGRAM and teachers manage it.

Goals

- To increase student achievement as reflected by the Indiana state assessment instrument.
- To close the gap in student achievement scores between student groups.
- To provide both excellence and equity in the cohort schools through system change.

The Eight Steps

STEP 1 – Data Disaggregation

Using the most recent state data, teachers analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level and then of individual students. The data is then used to create an instructional calendar.

STEP 2 – Instructional Calendar

Teachers develop the calendar as a graphic organizer to ensure that they cover all of the standards before the state test is administered. Standards that have heavier weight on the test have more time, in addition to the standards on which students performed poorly.

STEP 3 – Instructional Focus

Using the calendar, teachers teach a direct instructional focus to the class at grade level for all students. The focus is supported through all subject areas.

STEP 4 – Assessment

After the instructional focus is taught, a 4-8 question assessment is administered to determine which students have mastered and which have not. The questions are written in the format and at the difficulty level of the state test.

STEP 5 – Tutorials

Students who have not mastered the assessment are placed in small groups (5-7) for tutoring and re-teaching of the standard.

STEP 6 – Enrichment

Students who did master the assessment are grouped for enrichment/extension activities related to the standard with emphasis on problem solving and higher order thinking skills.

STEP 7 – Maintenance

Maintenance activities are calendared for review of standards previously taught.

STEP 8 – Monitoring

The process is constantly monitored for quality; the principal plays a key role in this step. The principal monitors practice and process, not the classroom teachers; if things are not going well, they work together to determine what to do. This requires regular classroom walk-throughs by the principal and administrative team. The process, when implemented properly and monitored by the building principal, is extremely effective and can result in monumental gains in student achievement.

The Training Components

Leadership Team Training

School Leadership Teams participate in a 5-day training, which includes an overview of the process, site visits to M S D Warren Township schools, and team action planning. The training is a combination of large group activities and individual team activities. Teams receive training/theory that they then convert to practice through Action Plans. On the last day, each school presents their Action Plan to the large group for feedback.

Process Checks

Process Checks are scheduled to discuss what's working and what barriers are hindering successful implementation. Leadership teams bring calendars and mini assessment results to the session and Action Plans are revised as necessary.

The Participants

During the 2009-10 school year, three districts were invited to attend the IDOE-sponsored training. Their selection was dependent upon their readiness for change as recommended by their

district office and/or superintendent. The school principals received guidance as to considerations and criteria for selecting team members.

Superintendents were notified of the opportunity to be involved in the training for the 2010-11 school year in April. Training for the second cohort will begin in September. We look forward to working with additional schools representing 14 districts across the state.

Cohort I (2009-10)

Muncie Community Schools
New Castle Community School Corporation
South Bend Community School Corporation

Cohort II (2010-11)

Alexandria Community School Corporation
Batesville Community School Corporation
Blackford County Schools
Clay Community Schools
East Noble School Corporation
Elkhart Community Schools
Gary Community School Corporation
Lake Ridge Schools
Lake Station Community Schools
Marion Community Schools
Mooreville Consolidated School Corporation
New Castle Community School Corporation
Oregon-Davis School Corporation
Rockville Community Schools
South Bend Community School Corporation

Contact Information

For more information about how your district may be involved in the training in the future, please contact our office.

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